

# Early Literacy Activity Book

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Birthdate: \_\_\_\_\_

## What is the Activity Book?

It is a group of different preliteracy activities that you can do with your child.

## What is preliteracy?

Preliteracy means the early skills needed for successful reading, writing and math later on in school.

It includes important skills such as:

- oral language
  - understanding and using vocabulary
- phonological and phonemic awareness
  - the awareness of and ability to play with sounds and words
- knowledge of the alphabet
  - recognizing and writing letters
  - saying letter sounds
- understanding of common print concepts
  - print goes from left to right and from up to down on a page
- book handling skills
  - holding the book and turning pages

## How will these activities help my child?

Each activity will help your child learn new preliteracy skills that will be important for learning to read or write. But more importantly, the activities will be an opportunity for you to talk with your child and to do something fun with them.

*Language exposure in infants and toddlers has been linked to literacy and academic success. Literacy and early childhood education is linked to employment success and greater incomes, while also reducing health risk behaviours such as smoking, physical inactivity and poor nutrition.*

## **Do I have to do the activities with my child?**

The activities are designed to be done by both the parent and the child together. One of the basic fundamentals of success in reading is strong language development. These activities are designed to foster and explore language between caregivers and their children.

*More exposure to a language rich environment = more vocabulary = more success in reading*

## **Some of the activities are too hard for my child. What do I do?**

Every child learns at a different pace. Choose the activities together with your child and provide support for your child when needed. And just remember to make it fun. When children are having fun they are more likely to learn.

## **The activities have been fun. Where can I get some more?**

Most of the activities have been taken from the following websites. Go check out what else they have!

[www.homeschoolcreations.com](http://www.homeschoolcreations.com)

[www.shirleys-preschool-activities.com](http://www.shirleys-preschool-activities.com)

[www.lessonpix.com](http://www.lessonpix.com)

[www.education.com](http://www.education.com)

## **What are the early literacy milestones for my 4 year old?**

- Use sentences of 4 or more words.
- Speak clearly enough for strangers to understand them.
- Can describe something that has happened to them.
- Says some words from a song story or nursery rhyme.
- Recall parts of a story that's been read.
- Tells what comes next in a well known story.
- Answers simple questions like "where is the puppy?"

***If you have concerns about your child's communication connect with your child's school or your local Public Health Clinic (Public Health Nurse)***

## Bannock Recipe

A great way to promote your child's literacy development is to have them cook or bake with you. Choosing simple recipes that allow your child to be involved in measuring ingredients and simple processes like cutting, stirring and pouring. These can all help boost literacy, pre-math and fine motor skills. Read the instructions for each step out loud before assisting your child.

### Ingredients:

- 3 cups all-purpose flour
- ½ tsp salt
- 1 tablespoon sugar
- 2 tablespoons baking powder
- ½ cup vegetable oil
- 2 cups water/milk mixture (½ cup milk + 1.5 cups water)



### Instructions:

1. Preheat oven to 400°F
2. In a large bowl mix flour, salt, sugar and baking powder together.
3. Create a well in the centre of the flour mixture. Pour in oil.
4. Add liquid slowly in parts and mix with a fork until soft dough forms
5. Turn dough over onto floured surface. Knead for about 1 minute until dough comes together in a smooth ball. If the dough is sticky add more flour.
6. Transfer dough onto cooking sheet. Spread out dough in a circle until about 1.5 inch thick. Poke top with a fork.
7. Place in 400°F oven for 25-30 minutes until golden on top.
8. Carefully tip up your bannock onto its side to let cool. Using a pastry brush spread margarine/butter on top to finish.
9. Break bannock apart in chunks when you're ready to eat and enjoy!

## Playdough Recipe

### Ingredients:

- 2 cups all-purpose flour
- ½ cup salt
- 2 tablespoons cream of tartar  
*Cream of tartar substitutes: 2 tablespoons lemon juice*  
*Cream of tartar & lemon juice can be omitted if not available; playdough will not last as long*
- 2 tablespoons vegetable oil
- 1 ½ cups boiling water
- Food coloring – optional
- 10-12 drops essential oil - optional



### Directions:

1. Mix flour, salt and cream of tartar together
2. Combine essential oil with vegetable oil
3. Combine oil mixture and dry ingredients together
4. Boil the water and add food coloring directly to the water
5. Pour 1 cup of boiling water into the mixture and stir
6. Add remaining water slowly until desired consistency is reached
7. Knead dough for 3-5 minutes until smooth – **Caution Hot!**
8. Once cool, store in container or zip lock back in the fridge.

**Too Dry?** Add a bit more water slowly

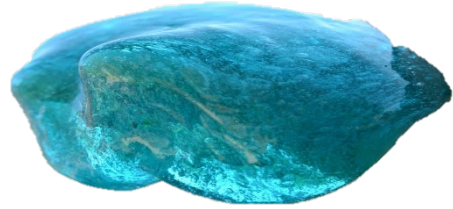
**Too Wet?** Add a bit more flour slowly

# Slime Recipe

**\*\*Warning: Not safe for consumption\*\***

## Ingredients:

- 1 ½ cups water
- ½ cup white or clear glue (with PVA content – Elmer’s for example)
- 1 tsp borax
- 3 drops food coloring (optional)
- ½ tsp glitter (optional)

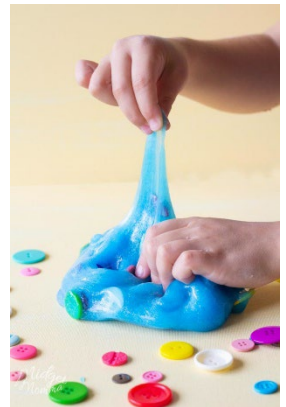


## Instructions:

1. Mix borax with 1 cup warm water. Stir until dissolved (clear not cloudy). Let sit until at room temperature.
2. In a separate container, mix glue with ½ cup water.
3. Add food coloring and/or glitter to glue and water mix.
4. Slowly add borax mix to glue mix. Only add small amounts at a time and stir thoroughly. Do this until the mixture is no longer sticky (there will be leftover borax mix).
5. Knead and squish slime with your hands to finish mixing.
6. Store in air tight container for up to 3 weeks or longer!

## Try the following activities:

- blowing bubbles into your slime with a straw
- pressing letters and shapes into your slime
- stretch, twist and pull your slime



## **Too Sticky?**

-Add some more borax/water mix until it is not sticky

## **Too hard/rubbery?**

-Added borax mix and glue mix too fast or water used for borax mix was too hot

## **Stained hands or clothes?**

-Too much food coloring – only use 2-3 drops

## Northern Friends Colouring Page

Can you name the animals on the page?  
Do you know their Cree, Dene or Michif names?

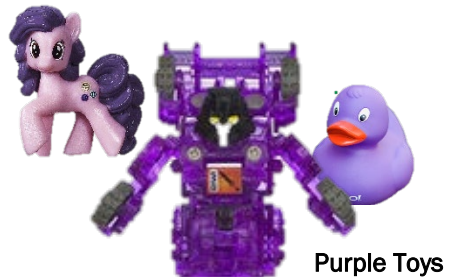
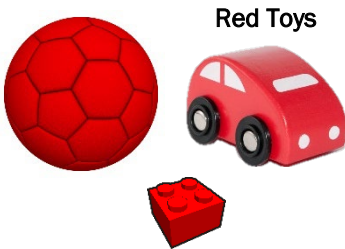


## Same & Different Activity




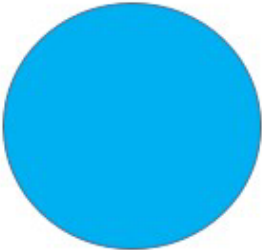
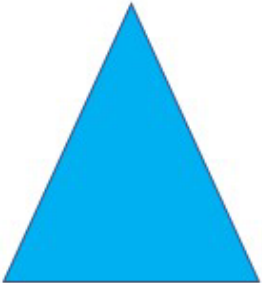
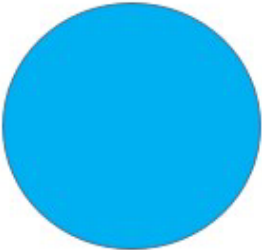






- 1) Circle the one that is different.
- 2) Talk about what 'same' and 'different' mean.
- 3) Point out other things that are the 'same' and why.
- 4) Point out other things that are 'different' and why.

### Other ways to encourage language development:

- How could you talk about same and different at home?
- What other things at home are the same and different?
  - Sorting toys by colours
  - Sorting leaves by size
  - Sorting food by shape
  - Sort toys by soft and hard

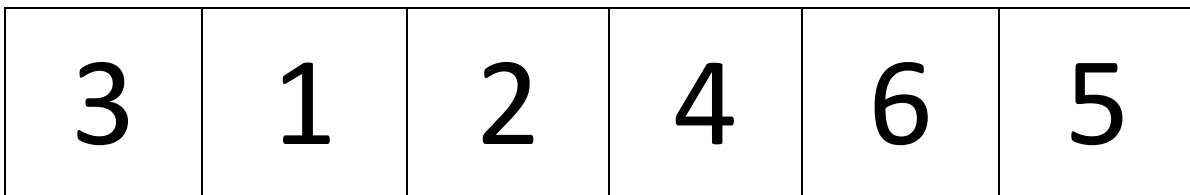
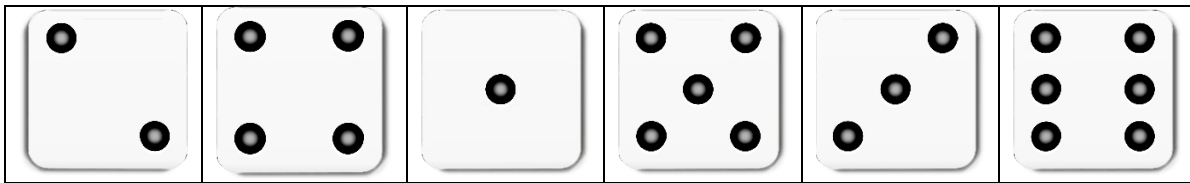




## Number Activity

Dice Matching: Draw a line from the number to the matching dice.



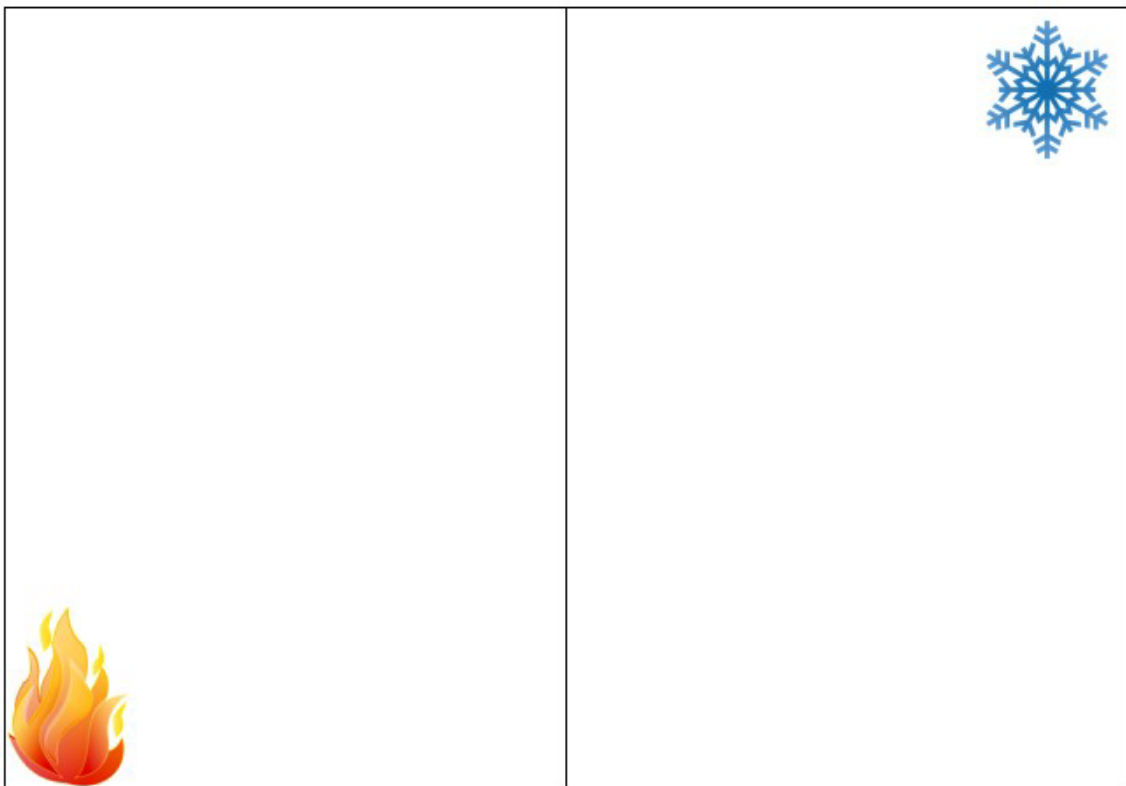
**Look around your home. Can you find:**

- 1 thing that is shiny
- 2 things that are smooth
- 3 things that are red
- 4 things that are soft
- 5 things that are round
- 6 of my favourite toys

**Have dice at home?**

- Roll the dice
- Jump, blink or clap the same number of times as the number on the dice

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## Hot or Cold?

Which objects are hot and which ones are cold?

1. Cut out the items on the opposite page.
2. Glue or tape the items onto the hot or cold side.

## Learning Everyday Opposites

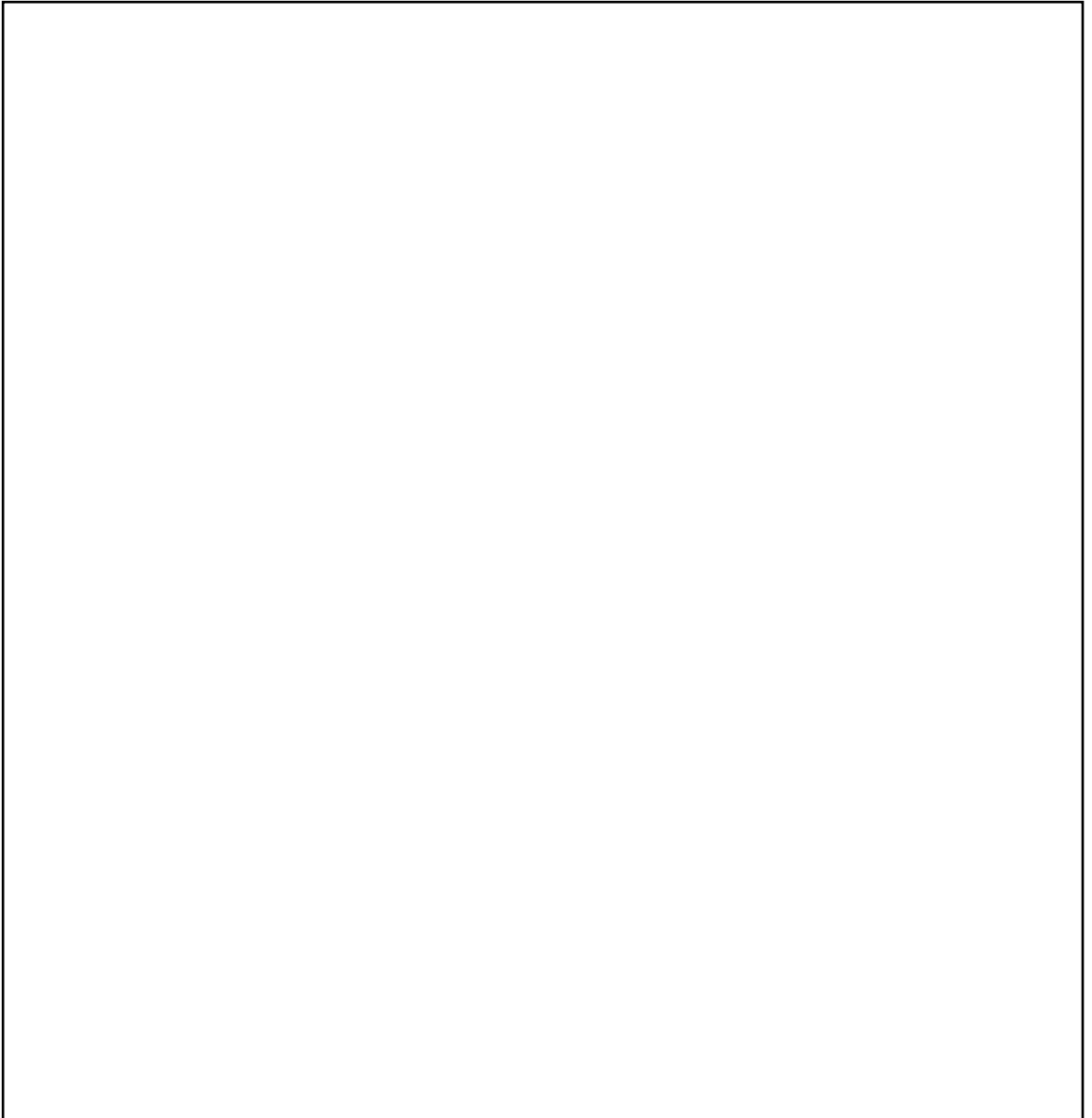
Pairing opposite words together is a great way to increase your child's vocabulary. This will improve conversational skills and reading readiness. We often talk about opposites in our daily routines. Think of ways you can introduce the following opposites. One example is provided for each pair below:

- left/right (when putting shoes/socks on)
- up/down (when using the stairs)
- on/off (using a light switch or flashlight)
- morning/night (times we do activities)
- sour/sweet (taste testing)
- happy/sad (talking about our feelings)
- wet/dry (when having a bath)
- in/out (when putting things in their backpacks)
- beginning/end (storybook – what happened at beginning and end)

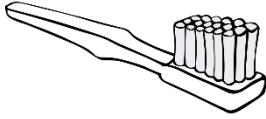
What other word pairs (opposites) do you know??

## Story Time

Draw a picture of something you did with your family and talk about it. Examples include trip to nurse/dentist, going to the city, visiting trapline, canoeing, 1<sup>st</sup> day of school, etc...

A large, empty rectangular box with a thin black border, intended for a student to draw a picture and write about an activity they did with their family.

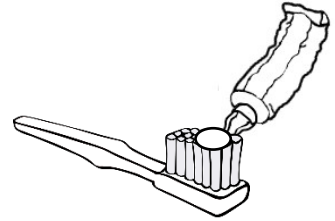
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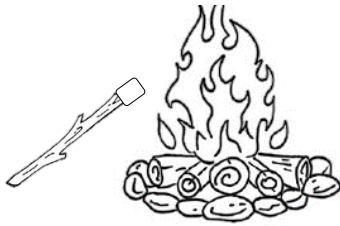
Find toothbrush



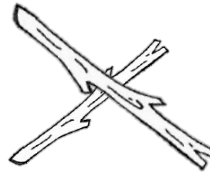
Brush teeth



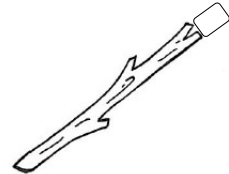
Apply toothpaste  
(Pea sized amount)



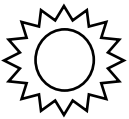
Roast over Fire



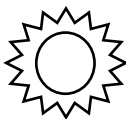
Find sticks



Put marshmallow on stick



Water & sun



Plant seed



Growth



## **Sequencing Activity**

- 1) Colour and cut out the pictures (let your child do it using child safety scissors)
- 2) Ask your child to put the pictures in order
- 3) Tell the story to your child
  - Use words like: “first”, “next”, “then/last”, “before”, “after”
- 5) Ask your child to retell the story in their own words
- 6) Make a silly story by mixing up the order

## **Additional Sequencing Activities:**

Think of other activities that happen in your life and what are the steps that you take to do these activities?

- Getting dressed
- Drinking milk
- Picking up toys
- Making a sandwich
- Drawing a picture
- Brushing your hair

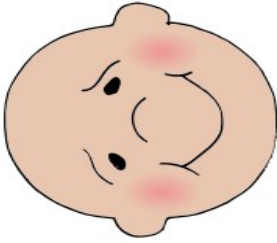
## **Matching Game**

- 1) Cut out the feelings card on the next two pages.
- 2) Turn them over on a flat surface (so the faces are hidden)
- 3) Take turns picking 2 cards at a time
- 4) Keep any matching cards
- 5) Person with the most matching cards wins

## **Additional Activities:**

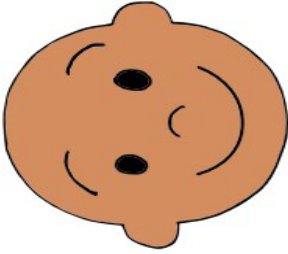
- Talk about the feelings shown on the cards
  - I feel mad when my brother/sister takes my toys
    - I can name the feeling
    - Practice breathing
    - Count to 10
    - Create a safe space to take a break
  - I feel sad when I lose my favourite toy
    - Name the feeling
    - Practice Breathing
    - Do something you enjoy (walk, sink, read, draw)
  - I feel happy when I am playing with my mom/dad
    - Enjoy the moment

Feelings



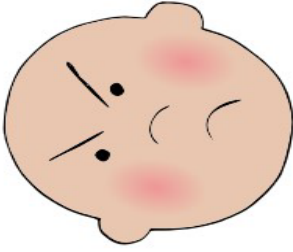
Embarrassed

Feelings



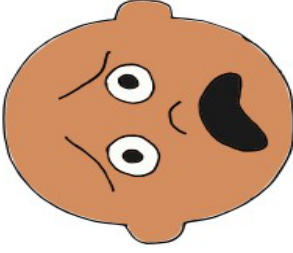
Happy

Feelings



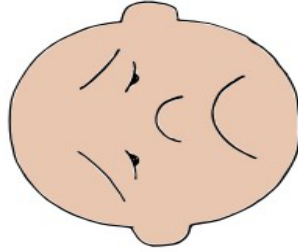
Frustrated

Feelings



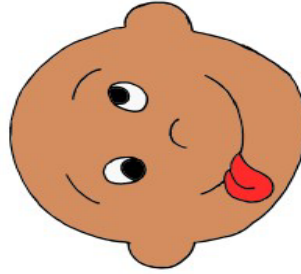
Scared

Feelings



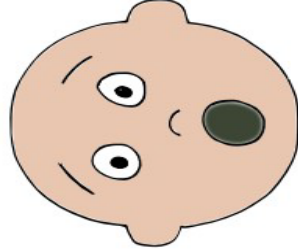
Sad

Feelings



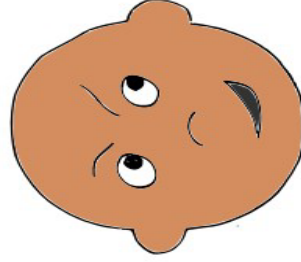
Silly

Feelings



Surprised

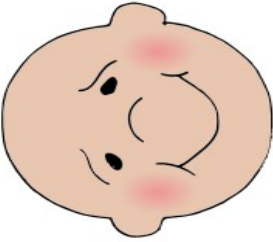
Feelings



Sneaky

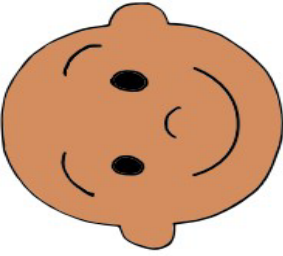


Feelings



Embarrassed

Feelings



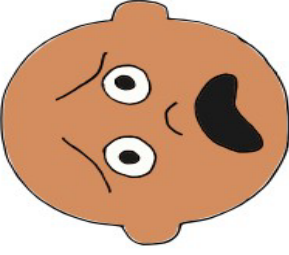
Happy

Feelings



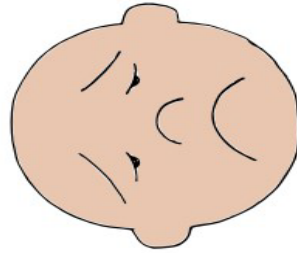
Frustrated

Feelings



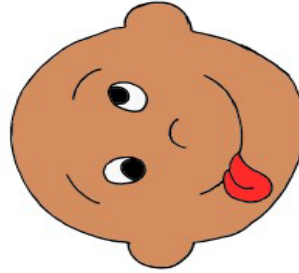
Scared

Feelings



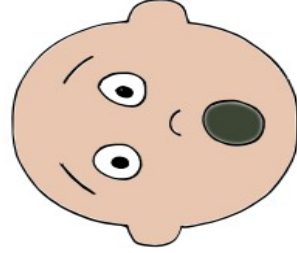
Sad

Feelings



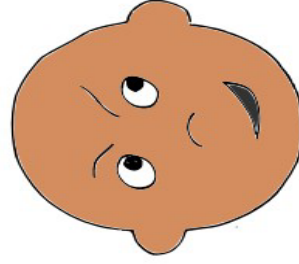
Silly

Feelings



Surprised

Feelings



Sneaky



**Colour & Describe:**

What colour is your fish?

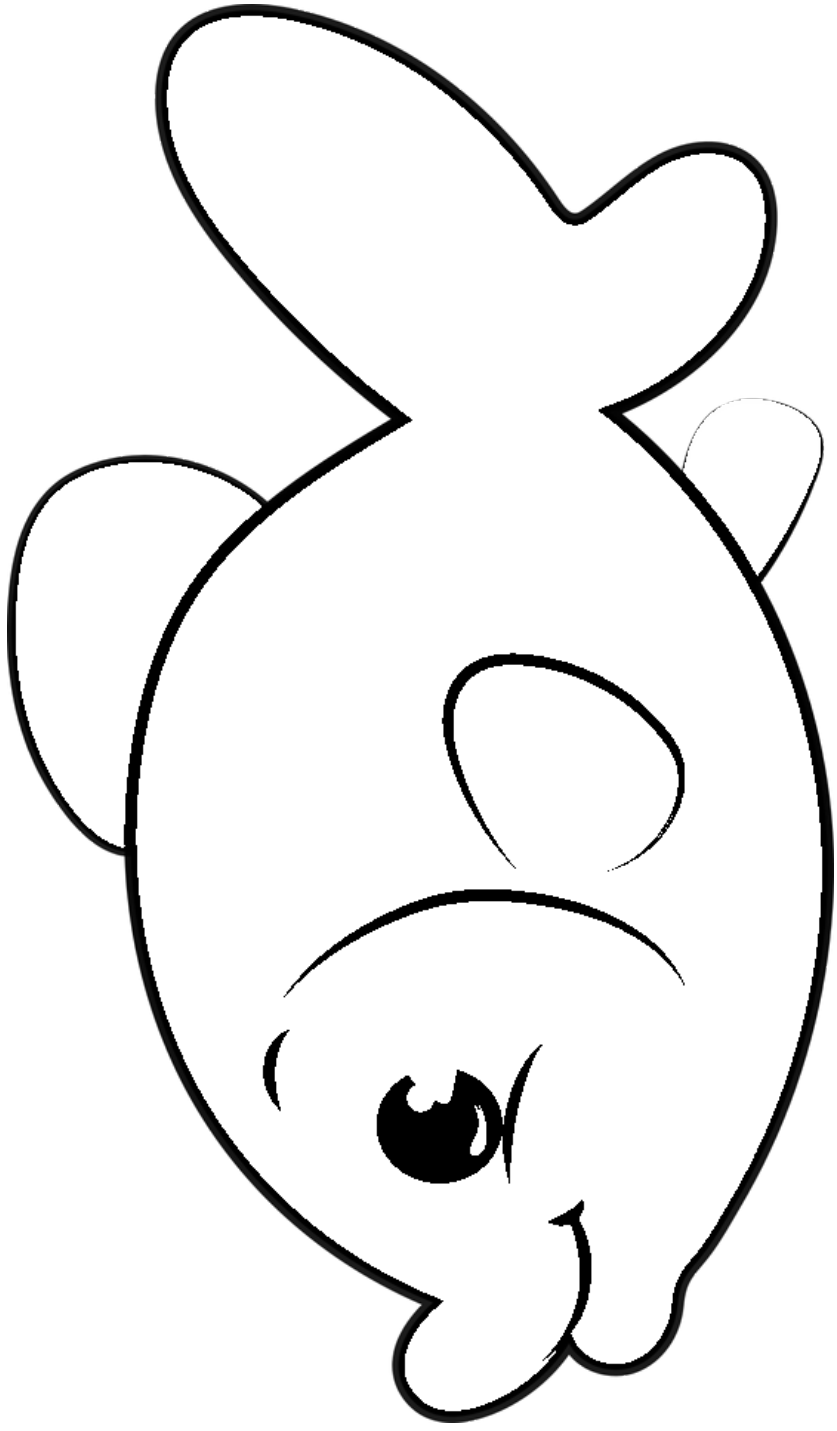
Where does it live?

What parts does your fish have?

What is the name of your fish?

How does a fish move?

Tell me something else you know about fish.



## **Following Directions**

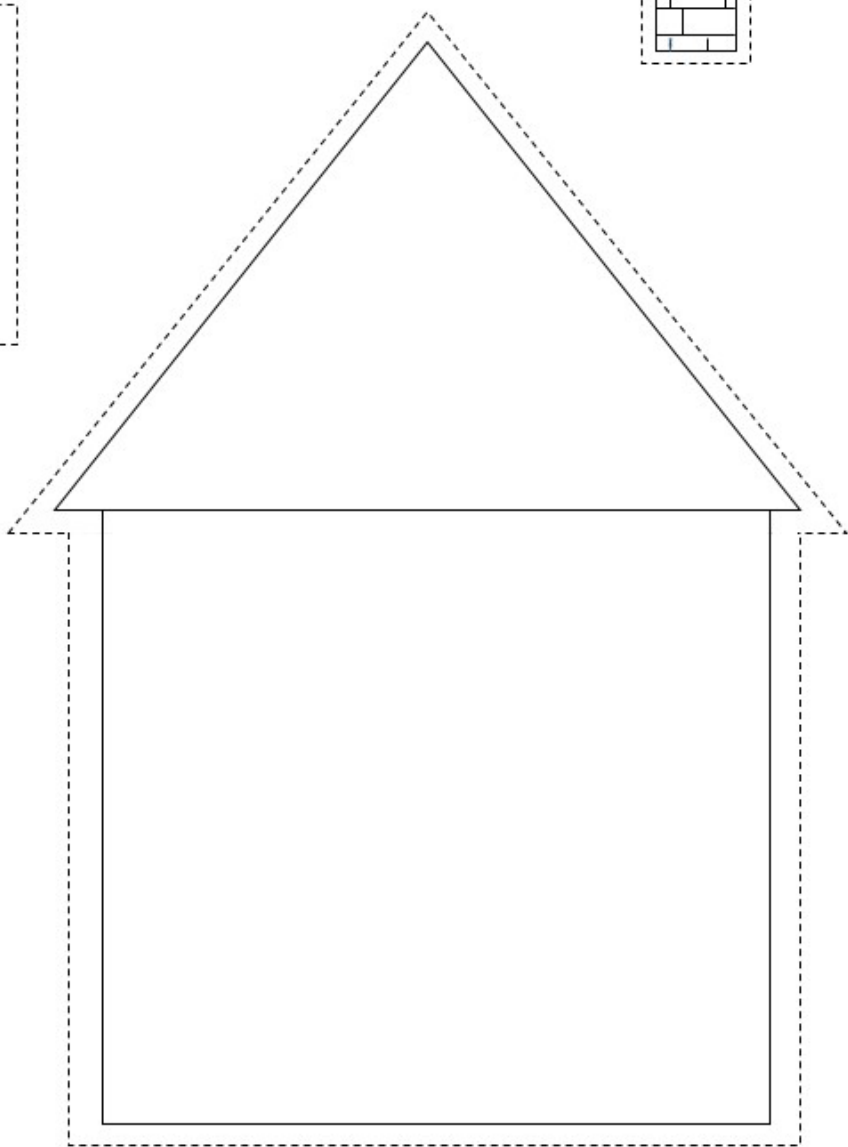
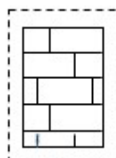
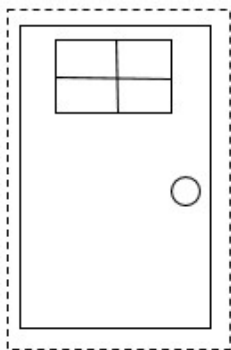
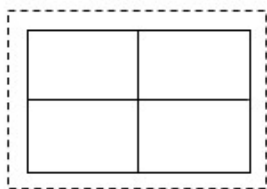
Following directions is an important skill to develop. Help your child learn to follow directions by:

1. Make eye contact and get down to child's level.
2. Be short and specific ("coat please").
3. Pause for 3-7 seconds after giving instructions to allow your child to time to understand.
4. Instruct rather than ask: "Pick up your toys please" instead of "Can you pick up your toys please?"
5. Practice lots! When getting dressed, brushing teeth, helping in the kitchen, etc...

## **House Activity Directions**

1. Colour the roof yellow and the door red.
2. Colour the chimney, window and house your choice of colour.
3. Cut the pieces out.
4. Glue or tape the pieces onto the house.


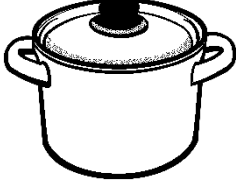
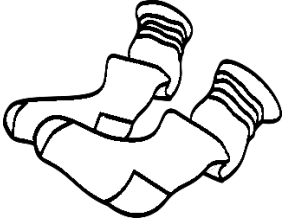
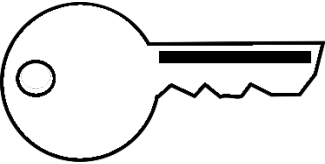

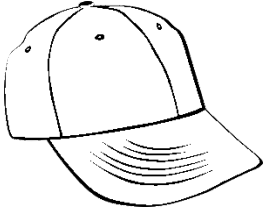
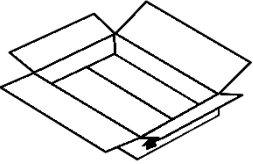






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## Following Directions – Additional Activities

Scavenger Hunt: Find the following items:

 <p><b>Backpack/Bag</b></p>	 <p><b>Pot</b></p>	 <p><b>Socks</b></p>
 <p><b>Key</b></p>	 <p><b>Book</b></p>	 <p><b>Hat</b></p>
 <p><b>Box</b></p>	 <p><b>Can</b></p>	 <p><b>Plant/Tree</b></p>

### Red Light, Green Light:

1. Choose one person to be the leader.
2. When the leader shouts out green light everyone moves.
3. When the leader shouts out red light everyone stops.
4. Anyone who doesn't stop during red light is out.



## Sorting Activity

1. Cut out the animals and glue or tape them next to their homes.
2. What else do you know about these animals?
  - a. What colour are they?
  - b. What do they look like? (fur, tail, antlers, wings)
  - c. Do they hibernate?
  - d. What do they eat?
  - e. Do you eat them?
3. Can you draw more animals in their homes in the square below?



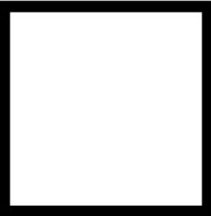
Nest



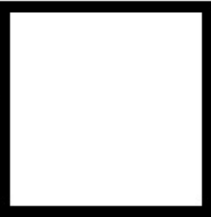
Water Lily



Den



Muskeg



Forest



Hive



Frog



Duck



Moose



Bear



Bee



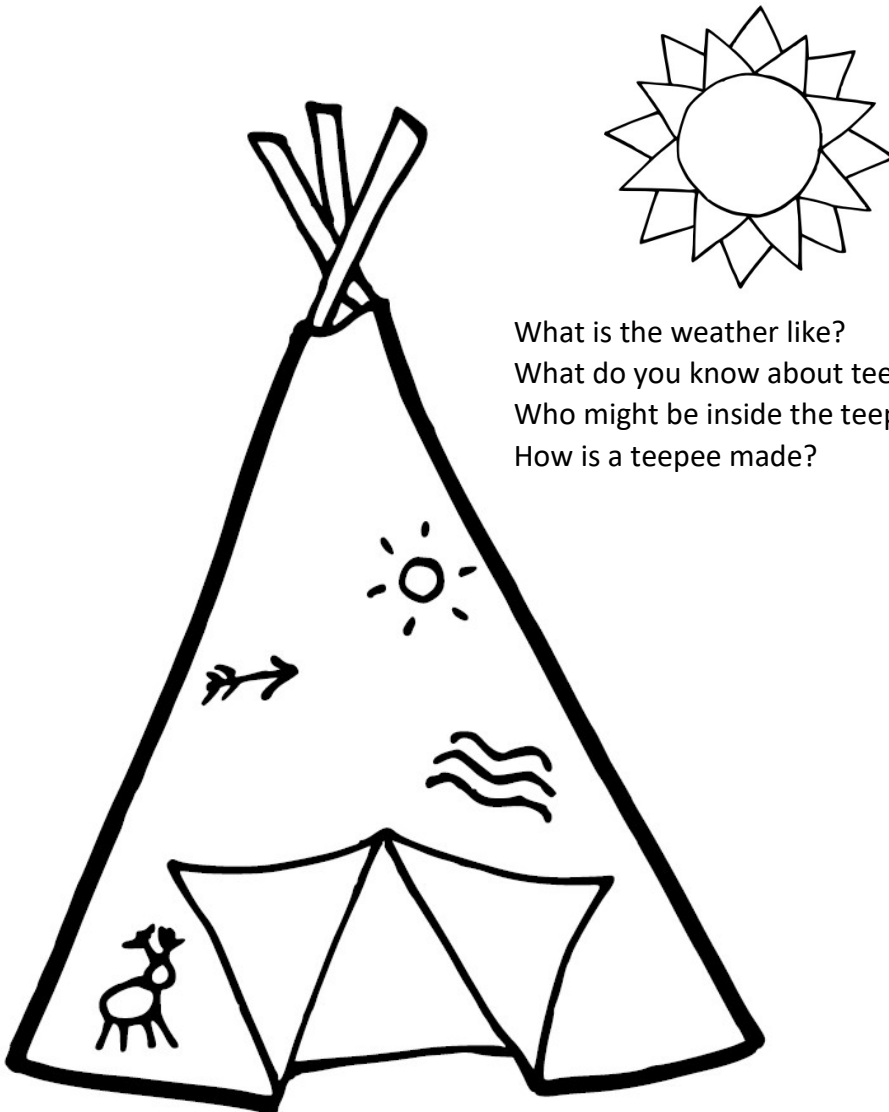
Beaver



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## Tell a Story

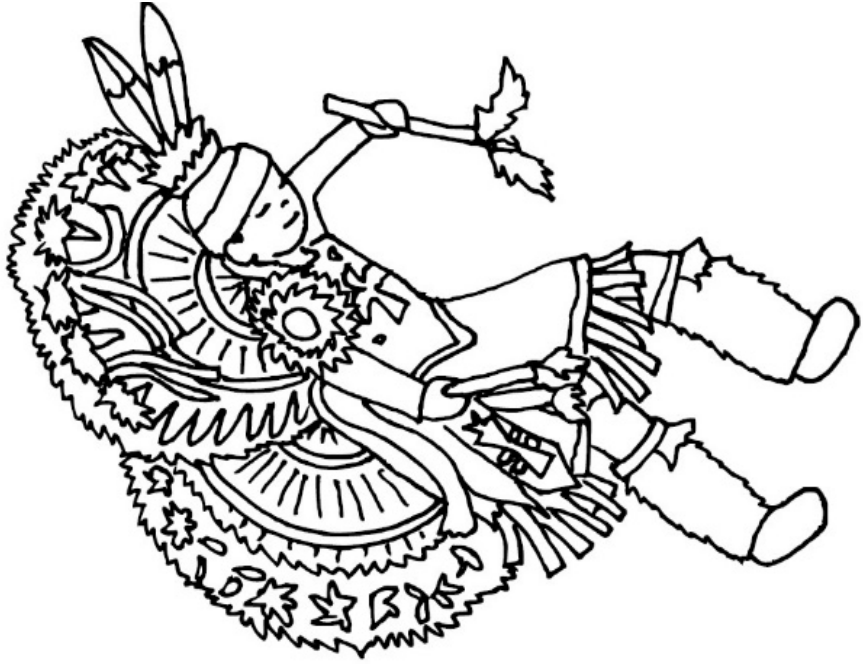
1. Colour the picture.
2. What else might belong in the picture?
3. Tell a story about the picture.



What is the weather like?  
What do you know about teepees?  
Who might be inside the teepee?  
How is a teepee made?

## Tell a Story

- What is happening in the picture?
- Do you like to dance?
- What kind of dancing do you like to do?
- What clothes are they wearing?





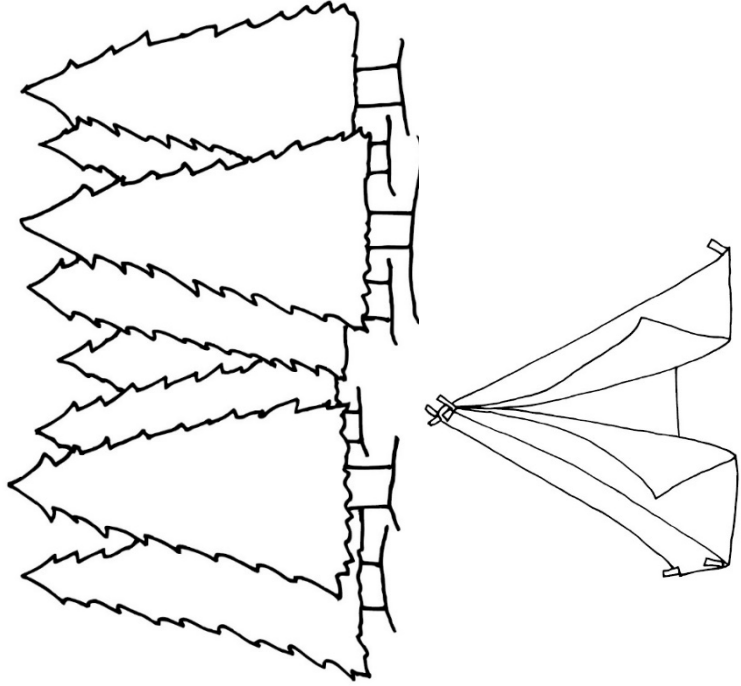
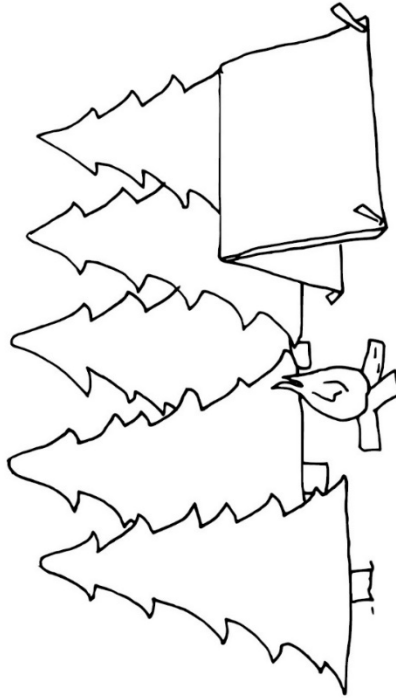
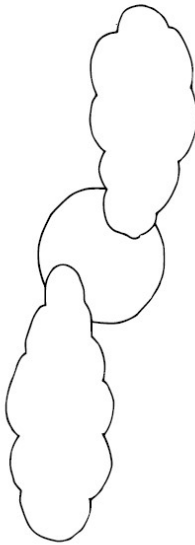
## Tell a Story

Where do you like to camp?

What are you cooking for supper?

Is it day or night?

What animals might be in the forest?



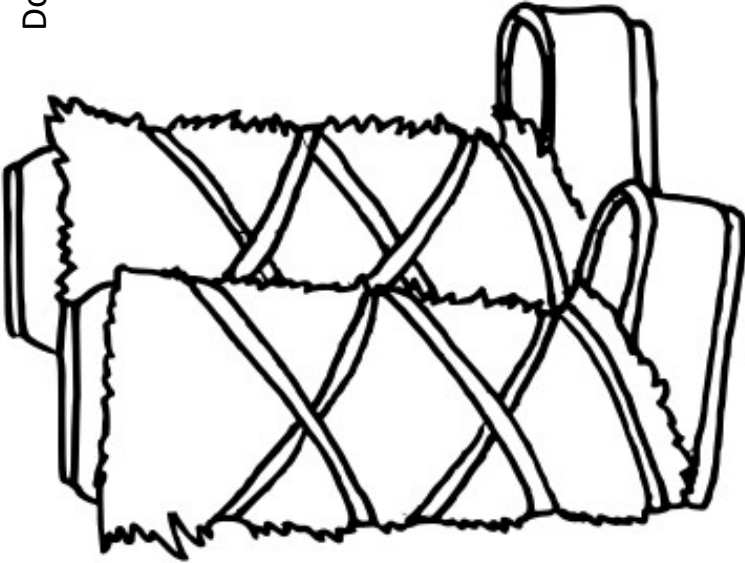
## Tell a Story

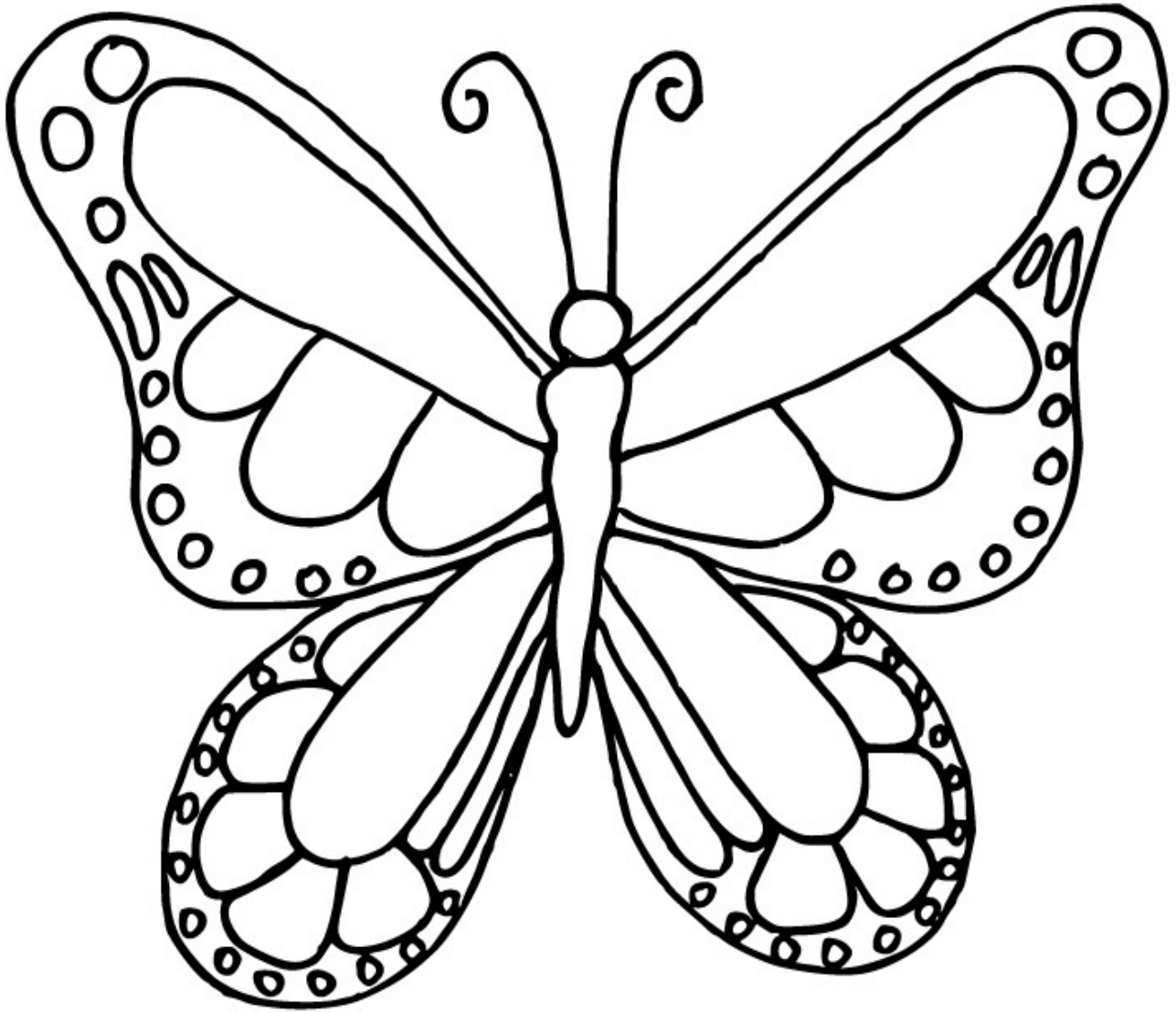
What do you see?

How are they made?

What are they for?

Do you wear them? When?





Colour and Describe

Can you point at and name the different colours you chose?

# Butterfly

## Alphabet Tracing & Listening

1. Get your child to trace over the letters.
2. Say what each letter *sounds* like (“**B**” says “**buh**”)
3. Tell your child a word that starts with that sound (“**Ball starts with buh**”)
4. Ask your child to find another word that starts with the same sound (“**what other words start with “buh”?**”)

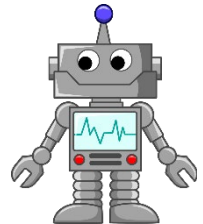
## Phonological Awareness

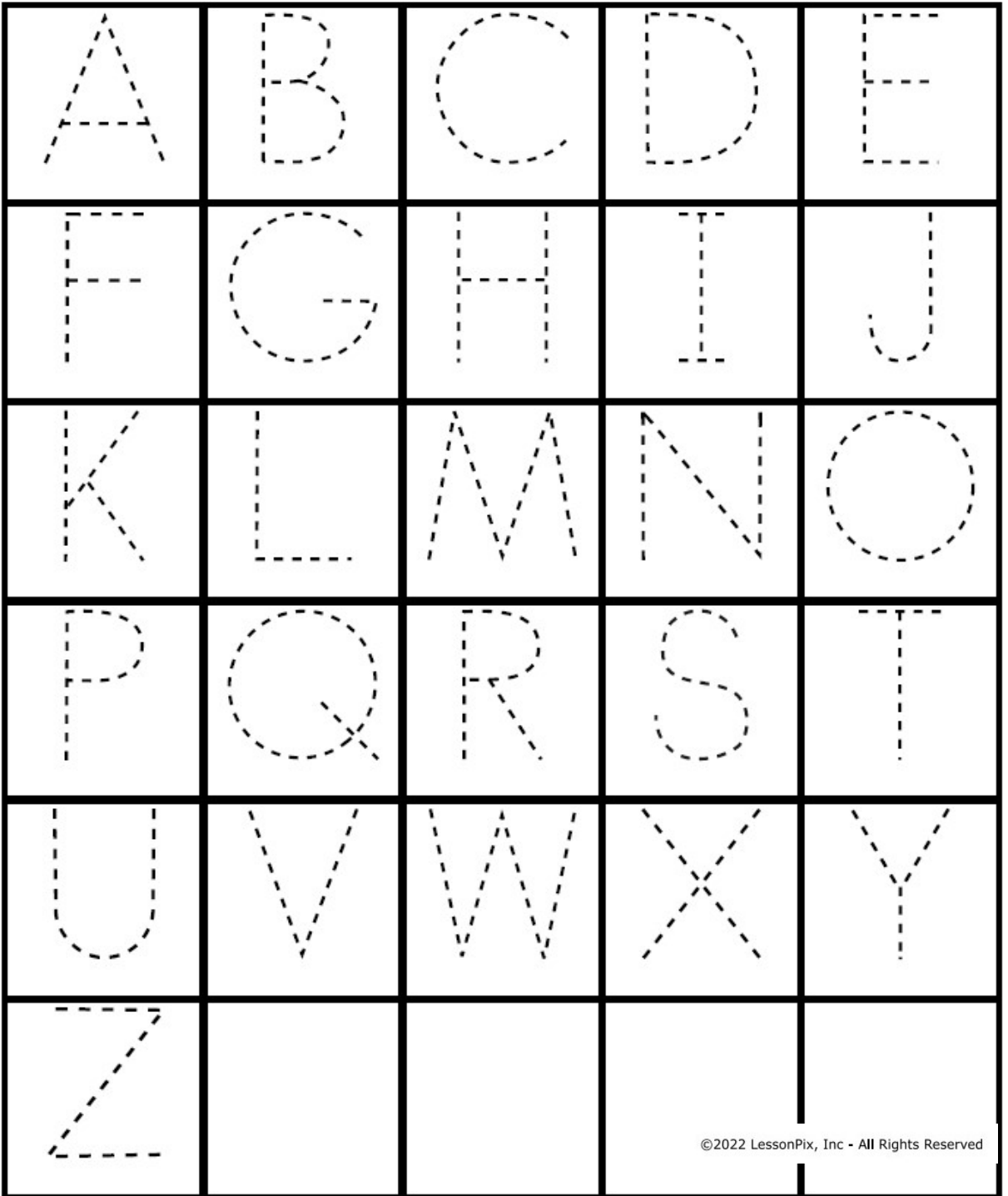
**This is the ability to recognize and play with spoken language:**

- rhyming
- beginning and ending sounds
- noticing that words and sentences are made up of parts

**Here are some other phonological awareness activities you can practice:**

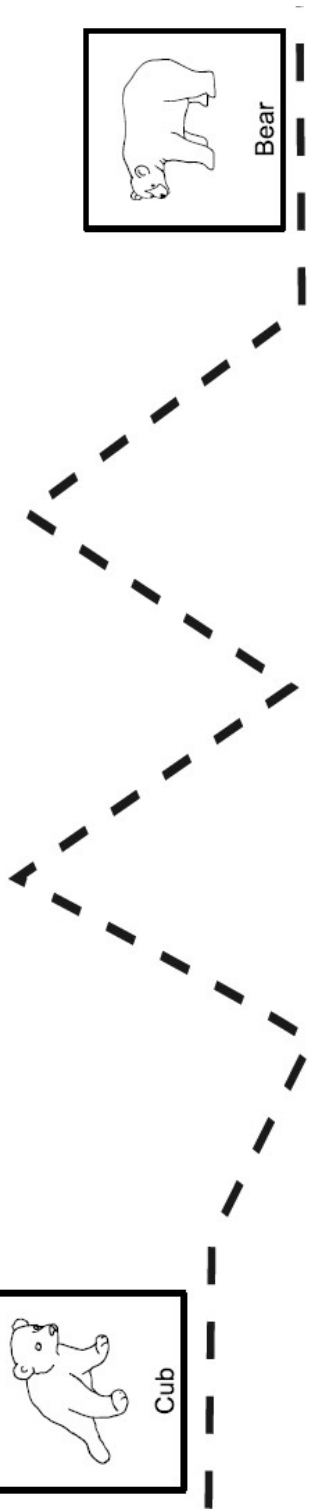
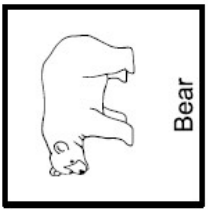
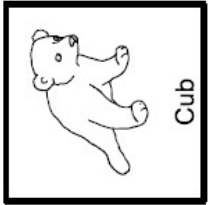
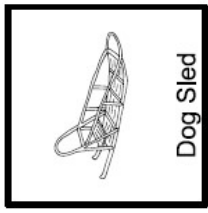
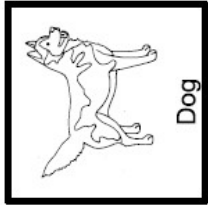
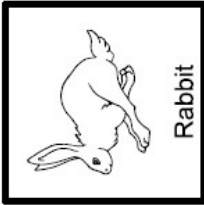
- find things that *start* or *end* with the same sounds
  - apple/ant and cat/hat
- practice silly tongue twisters
  - Fresh fried fish
  - Five frantic frogs fled from fifty fierce fish
  - Betty’s big bunny bounced by the blueberry bush
- listen to nursery rhymes or read books with lots of rhymes
- talk like a robot (he-llo, my name is Ro-Bot), make space between words and word parts where breaks feel natural.





# Line Tracing

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For more information on the Babies, Books and Bonding program visit the NHCP website

<https://www.nhcp.ca/babies-books-and-bonding>



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